



STILES POINT ELEMENTARY

883 Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	699 Students	
Principal	Stephen D. Burger	843-762-2767
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

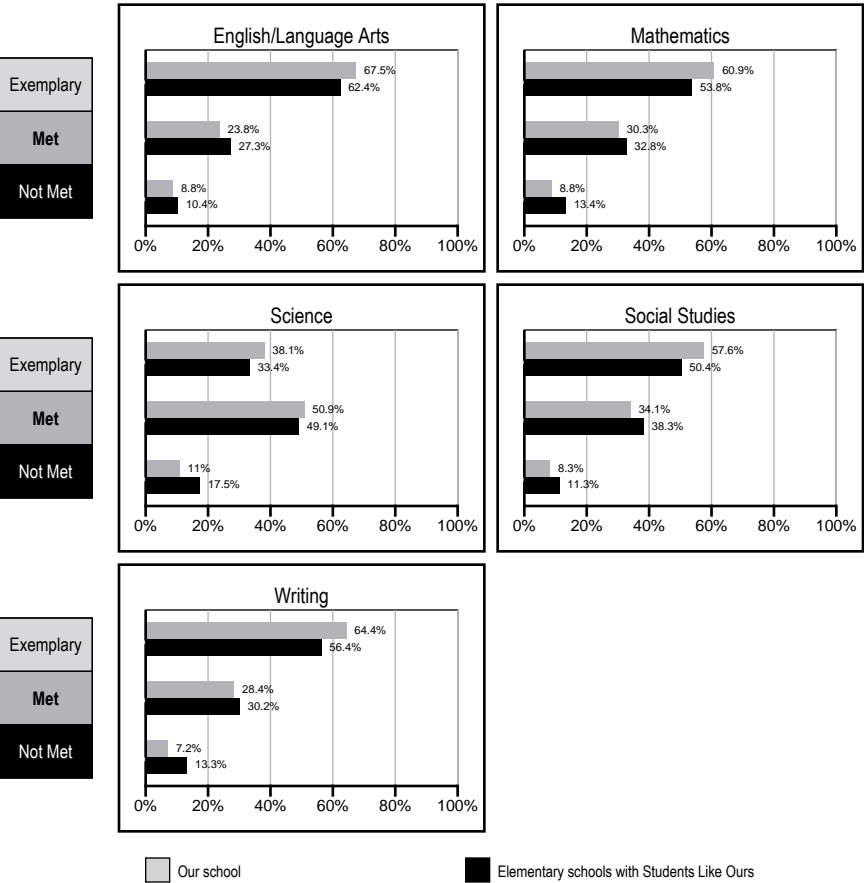
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=699)				
First graders who attended full-day kindergarten	94.6%	Up from 78.4%	99.2%	100.0%
Retention rate	1.2%	Up from 0.9%	0.6%	1.2%
Attendance rate	96.0%	No Change	96.8%	96.1%
Eligible for gifted and talented	30.3%	Up from 30.1%	30.2%	11.7%
With disabilities other than speech	2.4%	Down from 4.1%	7.4%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Down from 63.4%	62.5%	60.5%
Continuing contract teachers	92.5%	Down from 95.1%	89.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 89.7%	89.9%	87.0%
Teacher attendance rate	96.8%	Up from 95.0%	95.7%	95.4%
Average teacher salary*	\$51,809	Up 2.1%	\$49,450	\$47,288
Professional development days/teacher	11.8 days	Up from 9.4 days	11.1 days	10.5 days
School				
Principal's years at school	14.0	Up from 13.0	6.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.9 to 1	20.7 to 1	19.2 to 1
Prime instructional time	92.4%	Up from 90.5%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,183	Down 3.2%	\$7,000	\$7,548
Percent of expenditures for instruction**	76.6%	Up from 76.3%	73.4%	68.7%
Percent of expenditures for teacher salaries**	73.9%	Up from 72.4%	69.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

It is an exciting time to be at Stiles Point Elementary. We are moving into a totally new building during the summer of 2010! Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards, including the Community of Readers Award, Exemplary Writing Award, and the Charleston County Recycling Award. But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PASS English Language Arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught. Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. In grades K-2, teachers use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an efficient measure of the fundamental skills that underpin the development of literacy in young children. With the implementation of Measures of Academic Progress (MAP) in grades K-5, the teachers receive immediate feedback about the needs of the students. This feedback allows the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

With a new building comes new equipment and furniture. For once, all teachers will have new computers, SMARTboards, and other instructional equipment. Instruction should continue to improve. We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal
 Elisha Clyburn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	99	90
Percent satisfied with learning environment	100.0%	87.9%	95.5%
Percent satisfied with social and physical environment	100.0%	80.6%	92.1%
Percent satisfied with school-home relations	100.0%	93.9%	94.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	326	100	9.6	23.5	66.9	95.4	85	83.5	Yes	Yes
Gender										
Male	150	100	9.5	22.3	68.2	95.3	81.6	80.1	N/A	N/A
Female	176	100	9.7	24.6	65.7	95.4	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	263	100	4.2	21	74.8	98.5	95.3	89.6	Yes	Yes
African American	53	100	38.5	38.5	23.1	78.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	16	100	46.7	26.7	26.7	66.7	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	22.1	37.7	40.3	87	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	326	100	9.6	30	60.4	94.7	81	80.4	Yes	Yes
Gender										
Male	150	100	10.8	25	64.2	95.9	78.9	78.4	N/A	N/A
Female	176	100	8.6	34.3	57.1	93.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	263	100	3.8	27.1	69.1	98.5	94.5	87.8	Yes	Yes
African American	53	100	40.4	48.1	11.5	75	68	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	16	100	40	40	20	60	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	27.3	39	33.8	84.4	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	222	100	11.8	50.5	37.7	88.2	67.4	67.3
Gender								
Male	99	100	10.2	42.9	46.9	89.8	66.2	66.9
Female	123	100	13.1	56.6	30.3	86.9	68.5	67.7
Racial/Ethnic Group								
White	182	100	5	50.8	44.2	95	89	79.6
African American	34	100	N/A	N/A	N/A	50	46.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	55	100	31.5	51.9	16.7	68.5	49.3	55.4

Social Studies

All Students	221	99.6	8.7	33.9	57.3	91.3	73.8	70.9
Gender								
Male	102	100	8	29	63	92	72.3	70.1
Female	119	99.2	9.3	38.1	52.5	90.7	75.3	71.7
Racial/Ethnic Group								
White	176	99.4	4	31.4	64.6	96	90.1	79.2
African American	36	100	34.3	45.7	20	65.7	58.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	11	90.9	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	53	100	23.5	45.1	31.4	76.5	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	325	98.8	6.9	28.5	64.6	93.1	75	72.1	96	95.7
Gender										
Male	149	98.7	8.9	30.8	60.3	91.1	69.1	65.2	96	95.5
Female	176	98.9	5.2	26.6	68.2	94.8	81	79.2	96	95.8
Racial/Ethnic Group										
White	263	99.2	2.7	26.2	71.2	97.3	91	80.8	96.1	95.8
African American	52	96.2	30	38	32	70	60.2	59.7	95.5	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	87	94.3	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.7	64.6	96.5	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	93.9	95.6
Disability Status										
Disabled	16	81.3	46.2	23.1	30.8	53.8	28.4	27.7	94.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	98.9	96.3
Socio-Economic Status										
Subsidized meals	78	96.2	17.6	43.2	39.2	82.4	61.1	61.9	94.8	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	115	100	3.6	26.4	70	96.4
	4	104	100	7.8	30.1	62.1	92.2
	5	87	100	11.8	43.5	44.7	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	9.8	12.7	77.5	90.2
	4	117	100	8.6	28.4	62.9	91.4
	5	105	100	10.5	28.6	61	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	115	100	8.2	26.4	65.5	91.8
	4	104	100	3.9	38.8	57.3	96.1
	5	87	100	15.3	34.1	50.6	84.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	9.8	20.6	69.6	90.2
	4	117	100	9.5	29.3	61.2	90.5
	5	105	100	9.5	40	50.5	90.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	58	100	10.9	40	49.1	89.1
	4	104	100	6.8	53.4	39.8	93.2
	5	44	100	19	64.3	16.7	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	19.2	38.5	42.3	80.8
	4	117	100	10.3	56	33.6	89.7
	5	52	100	7.7	50	42.3	92.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	57	100	5.5	21.8	72.7	94.5
	4	104	100	5.8	42.7	51.5	94.2
	5	43	100	11.6	32.6	55.8	88.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	10	26	64	90
	4	117	100	5.2	39.7	55.2	94.8
	5	53	98.1	15.4	28.8	55.8	84.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	117	99.2	7.2	17.1	75.7	92.8
	4	104	99	7.8	32	60.2	92.2
	5	86	100	11.8	22.4	65.9	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	103	99	7.9	33.7	58.4	92.1
	4	117	98.3	7	29.8	63.2	93
	5	105	99.1	5.8	22.1	72.1	94.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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